

CLASSIFICATION	CODE
Section A: Foundations and Basic Commitments	File: AD

TITLE	EDUCATIONAL PHILOSOPHY
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## POLICY

### • MISSION STATEMENT

#### Our Mission

To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, co-operation, and social responsibility.

#### Our Beliefs

We *value* childhood as a unique and special time.

We *believe* in being strong advocates for the rights of children.

We *believe* that children should be empowered to recognize and exercise their rights.

We *believe* learning is enhanced by learner involvement and commitment.

We *value* the active participation of parents in the education of their children.

We *value* the role of the teacher as central in the provision of the learning program.

We *believe* that schools should provide a safe, secure, and hunger-free environment.

We *believe* that school buildings should be safe, attractive, comfortable, and of enduring quality.

We *believe* in co-operation, respect for others, and development of social responsibility.

We *value* the diverse and evolving multicultural nature of Vancouver.

We *believe* that education has an important role to play in the preservation, protection, and enhancement of the environment.

We believe in providing opportunities for students to acquire the skills, knowledge, and attitudes necessary to participate in the social, cultural, political, and economic systems of a free and democratic society.

We *believe* in the provision of a wide range of programs, services, and resources to meet the needs, interests, and abilities of all learners.

We *believe* in fair and equitable distribution of resources.

We *believe* that educational environments must be flexible and responsive to change.

We *value* the strong commitment of staff and believe in their participation in all facets of the school system.

We *believe* in supporting the health and well-being of staff.

We *believe* in the dignity of the individual and the development of self-esteem.

We *value* the contribution of each individual.

We *believe* in educating the whole person.

We *believe* in equitable treatment for all individuals regardless of race, culture, gender, religion, socio-economic status, sexual orientation, or physical or mental ability.

We *believe* in equal opportunity and equal access to the best possible education in a supportive, positive, and challenging environment.

We *believe* in lifelong learning.

We *believe* in managing change through planning and leadership.

We *believe* in fostering a sense of community.

We *believe* that a school should be able to receive all the neighborhood children who choose to attend.

We *believe* in a consultation process that involves parents, students, staff, and the wider community.

We *believe* in utilizing community resources and we value a strong association with business, labour, and community agencies.

We *believe* in being accountable to the community, and we value and promote open communications.

We *believe* in a commitment to excellence.

*Childhood includes all years a student is normally in school. Parenthood refers to the adults assuming custodial care of the child. Equitable refers to fair and just action for the purpose of creating equality of outcome or opportunity.*

## • **EDUCATIONAL GOALS**

Educational Goals are listed in three categories relating to the student's needs for skills development, self-development, and social development.

### **Skills Development**

Our schools should seek to create an environment in which students will be encouraged to:

- demonstrate the ability to comprehend and to communicate effectively for social, scholastic, business, professional, and vocational purposes;
- develop the basic skills of communication: listening and speaking, reading and writing;

- develop the basic skills of computation;
- develop skills to perceive sensitively, examine critically, think logically, and respond effectively to information from various sources;
- develop an understanding of economic matters as they apply to daily life;
- develop abilities to communicate in more than one language;
- understand the influence of science, technology, and art in daily living.

### **Self-Development**

Our schools should seek to create an environment in which students will be encouraged to:

- demonstrate the ability to communicate ideas and personal feelings;
- develop a positive self-concept;
- develop pride in accomplishment;
- develop personal goals;
- develop the ability to work on their own;
- develop a lasting desire for learning;
- learn self-expression through forms such as art, music, writing, dance, and film;
- appreciate various forms of culture and beauty;
- develop special abilities and interests;
- nurture physical development, fitness, and well-being, and apply principles of health and safety in daily living;
- develop skills for participation in life-time sports and other recreational activities;
- develop and appreciate body awareness, co-ordinated movement, and motor skills.

### **Social Development**

Our schools should seek to create an environment in which students will be encouraged to:

- work co-operatively with other individuals and groups;
- make socially responsible decisions;
- develop the potential for positive contributions to society;
- adjust to the changing demands of society;
- understand and appreciate the Canadian heritage;
- understand and respect other cultures and the interdependence of people;
- respect the environment and use natural resources responsibly.

### **• A DESIRABLE FRAMEWORK FOR ACHIEVING THESE GOALS**

A desirable framework or organization for achieving these goals.

- Matching the right students with the right teachers in flexible groupings.
- Developing a curriculum that is closely related to real life experience and that allows for the continuous ungraded development of each student. This requires providing learning options, including learning in locations outside the school building.

- Identifying, as early as possible, students who need special assistance and providing it, as far as possible, through the learning assistance centre in the school.
- Bringing together, in a co-operative way, those who have a responsibility for the learning experiences of students with those resource persons who can contribute to these experiences.
- Encouraging teachers to use professional freedom as set out in Board policy.
- Providing supportive services, consultative assistance, and staff development programs that will help in the achievement of the goals.
- Evaluating on a continuous basis what is being done in the schools in terms of these goals, considering both the cognitive and affective development of the students.
- Providing for community involvement in schools through the association of teachers, principals, and students with parents and other interested citizens.

#### REFERENCES

Adopted: 1977 July 11  
Responsibility: SUPT.

SMT

Revised: 1990 August 01:  
1999 January